**Project: Breaking Down the Myths**

**Part One Myths:** The following statements related to HIV/AIDS are all **FALSE**.

**Assignment:**

Select 8 of the myths below to use in your project. You may work with one other person or by yourself and will be creating a PowerPoint or Keynote to demonstrate your understanding of each myth. Conduct your own research and write a thoughtful, logical, and **fact-based response** to each myth that you selected that CLEARLY indicates why it is not true.

You MUST re-write the myth as the heading or title on the slide. Then write the explanation of why it is false beneath it in a text box. Each one should be on a SEPARATE slide.

**Other Considerations:**

You should include RELEVANT and appropriate pictures on at least 4 slides.

**You should also be sure to write your explanations in your OWN words.** Any plagiarism will be given a grade of zero and the student(s) will be required to re-do the work for a lower grade. Think about writing your explanations in a way that would make sense to teenagers!!

**Grading:**

**This project will be graded with the rubric on the next page. It will count as a quiz grade and is due by Friday Nov. 9th. It MUST be submitted via email to sarahdr@gorhamschools.org**

**HIV/AIDS MYTHS:**

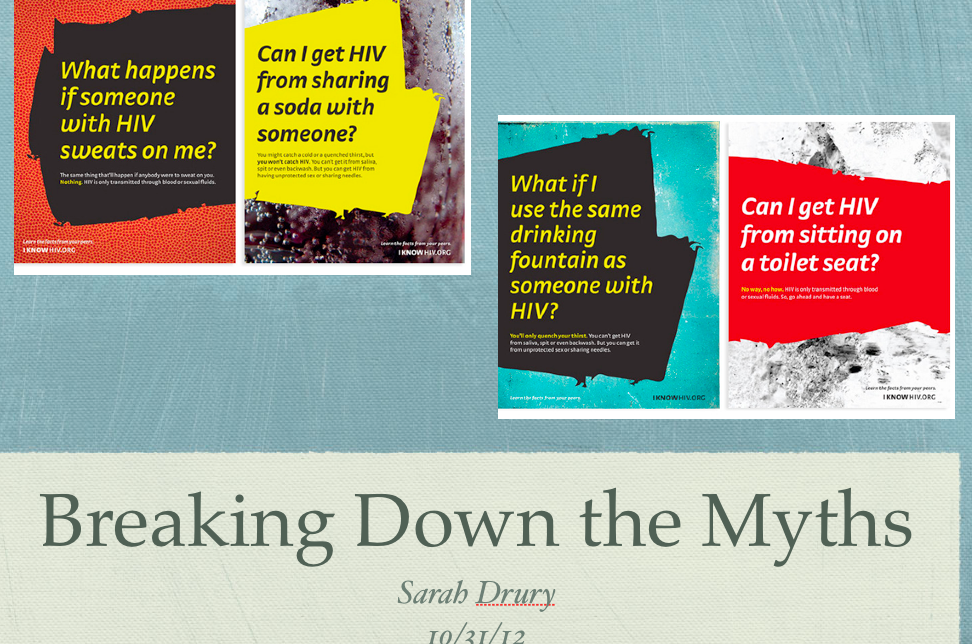
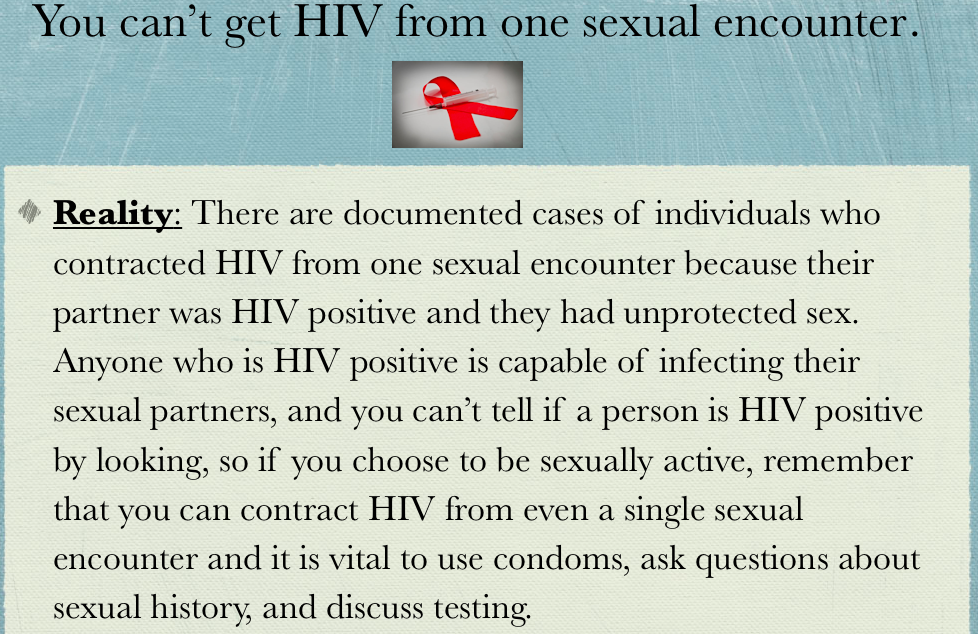
1. HIV is a death sentence.
2. People with HIV/AIDS look sick.
3. As long as I am using birth control, I cannot get HIV.
4. You don’t need to use protection with oral sex, no one gets HIV like that.
5. A person with HIV cannot have a baby because the baby will get it.
6. It’s ok to have unprotected sex if both partners have HIV.
7. There is a cure for HIV.
8. A human had sex with a monkey in Africa, and thus HIV transitioned to the human population.
9. Only gay people get HIV.
10. “I would know if I had HIV.”
11. You could get HIV from playing sports with an HIV positive person.
12. As long as you are being treated for HIV, you can’t transmit the virus to anyone.
13. Only people who have a lot of sex partners and IV drug users need to get tested.
14. The only way to test for HIV is having your blood drawn.
15. A woman cannot spread HIV to another woman.
16. If you are HIV positive and your viral load is undetectable, you can’t spread HIV
17. Mosquitos can spread HIV.
18. You can get HIV from kissing someone.
19. HIV is being spread by needles left in theater seats or vending machine coin returns.
20. HIV medications are really dangerous to your body and people with HIV should not take them.

**Example:**

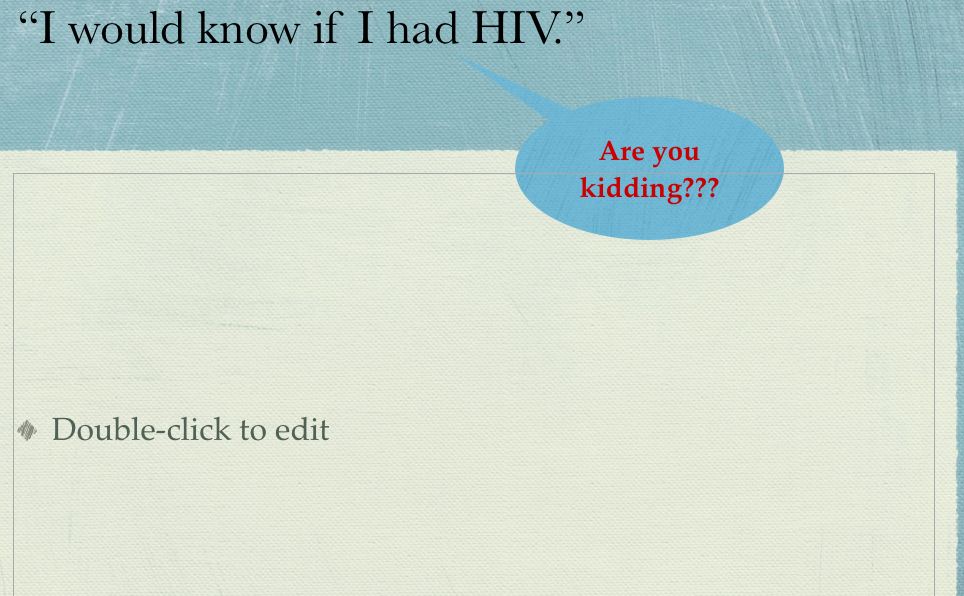
**Myth:** You can’t get HIV from one sexual encounter.

**Reality**: There are documented cases of individuals who contracted HIV from one sexual encounter because their partner was HIV positive and they had unprotected sex. Anyone who is HIV positive is capable of infecting their sexual partners, and you can’t tell if a person is HIV positive by looking at them, so if you choose to be sexually active, remember that you can contract HIV from even a single sexual encounter and it is vital to use condoms, ask questions about sexual history, and discuss testing.

**Sample Title Slide Sample Myth/Reality Slide**

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**Sample Myth/Reality Slide**

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**Part Two: Prevention:**

Brainstorm a list of ways that HIV could be prevented in the United States. Please try to generate at least six ways in which we could prevent the continued spread of HIV/AIDS in this country. Make ONE or TWO slides to list and discuss the prevention tactics. **At least ONE tactic should be an ORIGINAL idea! Your original idea can be something that requires new technology that has not been created yet!!**

You may conduct research online to determine appropriate prevention tactics!

**Example:**

* People should get regular, yearly HIV tests. This would increase awareness, thus decreasing the spread of the disease.
* Original Idea: A morning after pill for HIV should be available at pharmacies and grocery stores, like the morning after pill for pregnancy. People could get it without a prescription after a sexual encounter in which they did not use protection. The cost would be $50!

**Breaking Down the Myths: Project Grade Sheet**

**Name(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
| **Score** | **1** | **2** | **3** | **4** |
| **Part One: Explanations for HIV/AIDS Myths** | Student response demonstrates brief explanations for the 8 myths selected OR provides a detailed explanation for at least 4 myths (27 points) | Students response demonstrates an appropriate and detailed explanation for at least 6 myths (29 points) | Student response demonstrates an appropriate, detailed explanation for all 8 myths. Responses are research based and accurate (30 points) | Student meets the criteria for a 3 and includes accurate explanations for an additional 2 myths (32 points) |
| **Part Two: Prevention of HIV/AIDS** | Student response provides an appropriate list of at least 2 legitimate prevention tactics OR lists 4-6 tactics but several are not reasonable for preventing HIV (3 points) | Student response provides an appropriate list of at least 4 legitimate prevention tactics, or lists 6 tactics but several are not reasonable for preventing HIV OR did not include an original idea (5 points) | Student response provides an appropriate list of at least 6 legitimate prevention tactics to reduce the continued spread of HIV in the United States. Response includes an original idea (7 points) | Student response provides an appropriate list of at least 8 prevention tactics to reduce the spread of HIV OR provides a very detailed discussion of at least 6 tactics. Response includes an original idea. (8 points) |
| **Spelling/**  **Grammar** | Contains more than 5 grammatical or spelling errors (2 points) | Contains 3-4 grammatical/spelling errors (3 points) | Contains 1-2 grammatical/spelling errors. (4 points) | No grammatical or spelling errors. (5 points) |
| **Effectiveness of Visual Aid** | Visual aid is poorly organized, contains only a few pictures or irrelevant or inappropriate pictures and demonstrates little effort (2 points) | Visual aid is relatively well organized and visually appealing. Contains appropriate pictures on most slides.(3 points) | Visual aid is well organized, and very visually appealing with relevant pictures. Demonstrates effort and consideration for overall visual appeal (4 points) | Visual aid is extremely well organized, and very visually appealing with relevant pictures. Project is very well done! (5 points) |

**Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (50 points)**

**Comments:**